
CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 100%;" type="text" value="University of Central Oklahoma"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Dr"/>	* First Name: <input style="width: 200px;" type="text" value="Gregory"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Wilson"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Assistant Vice President"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Gregory Wilson"/>	* DATE: <input style="width: 150px;" type="text" value="06/16/2020"/>

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/16/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="University of Central Oklahoma"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="(b)(6)"/>	* c. Organizational DUNS: <input type="text" value="049401458"/>

d. Address:

* Street1: <input type="text" value="100 N. University Drive"/>
Street2: <input type="text"/>
* City: <input type="text" value="Edmond"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="OK: Oklahoma"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="73034-5209"/>

e. Organizational Unit:

Department Name: <input type="text" value="Office of Research & Sponsored"/>	Division Name: <input type="text" value="Academic Affairs"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr"/>	* First Name: <input type="text" value="Gregory"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Wilson"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Assistant Vice President"/>
--

Organizational Affiliation: <input type="text" value="University of Central Oklahoma"/>

* Telephone Number: <input type="text" value="(b)(6)"/>	Fax Number: <input type="text" value="(b)(6)"/>
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* Email: <input type="text" value="(b)(6)"/>
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Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Homeland Security - FEMA

11. Catalog of Federal Domestic Assistance Number:

97.132

CFDA Title:

Financial Assistance for Targeted Violence and Terrorism Prevention

*** 12. Funding Opportunity Number:**

DHS-20-TTP-132-00-01

* Title:

Fiscal Year (FY) 2020 Targeted Violence and Terrorism Prevention (TVTP) Program

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Preeducation

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="657,280.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="657,280.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: (b)(6)

DATE: 12/17/2018

ORGANIZATION:
 University of Central Oklahoma
 100 N. University Drive
 Edmond, OK 73034-0161

FILING REF.: The preceding
 agreement was dated
 10/16/2014

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2016	06/30/2020	(b)(4)	On Campus	All Programs
PRED.	07/01/2016	06/30/2020	(b)(4)	Off Campus	All Programs
PROV.	07/01/2020	Until Amended			Use same rates and conditions as those cited for fiscal year ending June 30, 2020.

*BASE

Direct salaries and wages including vacation, holiday, sick pay and other paid absences but excluding all other fringe benefits.

ORGANIZATION: University of Central Oklahoma

AGREEMENT DATE: 12/17/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s), the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate.

Equipment Definition -

Equipment means an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost of \$2,500 or more per unit.

FRINGE BENEFITS:

FICA
TIAA/CREF
Retirement
Disability Insurance
Workers' Compensation
Life Insurance
Unemployment Insurance
Health Insurance
Tuition Remission

The next Indirect Cost Proposal, based on actual costs for the fiscal year ending June 30, 2019, is due in our office by December 31, 2019.

ORGANIZATION: University of Central Oklahoma

AGREEMENT DATE: 12/17/2018

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Central Oklahoma

(INSTITUTION)

(SIGNATURE)

(NAME)

(TITLE)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(b)(6)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

12/17/2018

(DATE) 7019

HHS REPRESENTATIVE: Joel McKenzie

Telephone:

(b)(6)



Department of Mass Communication

May 29, 2020

Sandra Martin, Lecturer
Department of Mass Communication –
College of Liberal Arts
University of Central Oklahoma
100 University Boulevard.
Edmond, OK 73034

Program Officer
Department of Homeland Security
Targeted Violence and Terrorism Prevention
Department of Homeland Security
3801 Nebraska Avenue Northwest
Washington, DC 20016

Dear Peer Review Members,

The University of Central Oklahoma Department of Mass Communication, Edmond, OK respectfully seeks a grant of \$657,280.54 from the FY 2020 Targeted Violence and Terrorism Prevention Grant Program to fund “*Prej-ucation*” a statewide initiative designed under the guidelines for an Innovation/Sector Engagement Grant. The Plan is designed to disrupt the development of “The Cycle of Prejudice” among pre-k and elementary school students across Oklahoma.

Prej-ucation research confirmed that children begin to recognize stereotypes by the age of 2-years, they begin to develop prejudice and biases between the ages of 5-and 7. For children in discrimination supportive situations “The Cycle of Prejudice” left without interruption follows the path of stereotypes-to-prejudice-to discrimination-to-oppression-and ultimately to Violence. The resulting violence may be on the part of the oppressor displaying their power and control or by the oppressed reaching an outburst of retaliation.

It only takes a moment if you drive into Oklahoma City to see the impact of violence by a domestic terrorist. It was here 25-years ago, that the Alfred P. Murrah Federal Building was destroyed by an angry young man who had experienced a childhood filled with adverse moments and who had no tolerance or understanding of others. He killed 157 people including 19 babies that day. As a child, Timothy McVey lived with prejudice and experienced numerous adverse incidents that directed him to violence.

Unfortunately, children in Oklahoma are more likely to experience toxic, adverse conditions at home than children in other states, both because of pockets of hate-groups spread across the state, but also because **Oklahoma ranks as the worst state in the nation when it comes to the number of adverse childhood experiences**. Such experiences range from neglect and abuse, drug use in the home, exposure to domestic violence, living in a broken home, and more. When these factors are added to the somewhat ‘blustery’ wild-west image and the state’s open-gun-carry law it is obvious that children in Oklahoma are among the nation’s most at-risk. Our project utilizes a series of class modules dealing with race, culture, religion, gender, and disabilities. Each module seeks to assess the effectiveness of early interruption on the evolution of violence. The project also seeks to evaluate the impact of the training in urban, rural, and suburban areas. Oklahoma has no related materials in use.

Respectfully,

(b)(6)

Sandra Farris Martin, Lecturer



Page 1 – COVID-19 Summary Template

Instructions: Complete the five questions below detailing how the COVID-19 pandemic impacted the creation of your project and/or your implementation.

COVID-19 Summary must have the following filename format:
P2P_COVID-19Summary_ [University of Central Oklahoma)

(1) When did COVID-19 first begin to impact campus operations? What types of disruptions did your team experience (e.g. campus closed, classes cancelled, relocation, hospitalization)?
The week of March 16. Spring Break was extended for an extra 2 -weeks.No contact with students was allowed. We were not permitted to assign work to or talk with students during this time. After spring break extension all classes went online. Campus was shut down. No contact between students, and faculty other than virtual contact was allowed. All residents of Oklahoma were ordered to Shelter at home. State banned gatherings of more than ten people. All public schools were closed down for the academic year.
(2) How did COVID-19 impact your project tactics and original plan for implementation? What tactics, if any, you were unable to carry out?
Drastically. Our campaign was based on limited implementation and testing of our plan in local schools. We had identified a UCO faculty member who would conduct teacher training with area elementary schools. (We had confirmed participation with the Yukon and Mustang school districts suburbs to Oklahoma City). We planned for teachers in these schools to be provided with content for modules. The teachers would be trained and would then use the materials in class. Teachers would do an evaluation of the materials and quality of content. Pre-tests and post-tests would be given to students in order to evaluate the module's content and its ability to impact children's understanding of the content. We had also planned to take lunches into the schools and conduct post-event focus groups for additional feedback. OBVIOUSLY THE SCHOOLS WERE CLOSED DOWN SO NONE OF THIS WAS POSSIBLE
(3) If you shifted to a digital/online project how did you make this transition? Were there any challenges in doing so?
We did shift to a totally digital/online project with the plan to put all elements of the modules online. Although in concept that sounded fine the reality is that in our original plan we planned to test the introductory module only so it was completed first. Follow-up modules didn't need to be finished until project deadline, under the new plan we needed them yesterday. Not having that content ready at the time change was required created a trial delay in setting-up the total concept online. In addition with no schools open it was impossible to evaluate the program from an in-classroom perspective.
(4) How do you feel your project could be supplemented or scaled after the impact of COVID-19 has subsided?
We think that the original plan could be resurrected and implemented in its original form and as elements are tested and revised if needed their use could be expanded school district-by-district and ultimately state-by-state.
(5) Please explain any additional information regarding your project that you wish to include:
I am sure that every team would agree that the inability of the students to collaborate and work together using creative and ideation techniques slowed the development of ideas and limited the overall quality of the project. The students in this group are graduating seniors. Most of them lost jobs or internships that they had worked for months/years to set-up . All but one of them lost the

jobs they had in order to pay expenses for school and living costs. They lost their graduation and senior year activities.

COVER PAGE

Entity Applying: University of Central Oklahoma
Primary Location: Edmond Oklahoma, Oklahoma County
Activities Location: Statewide Elementary Schools
Application Track: Innovation
Project Type: Sector Engagement
Funds Requested: \$657,280.54

Abstract

Children in Oklahoma are more likely to experience toxic, adverse conditions at home than children in other states. Oklahoma ranks as the worst state in the nation when it comes to the number of adverse childhood experiences. Such experiences range from neglect and abuse, drug use in the home, exposure to domestic violence, living in a broken home, and more. Our project utilizes a series of class modules dealing with race, culture, religion, gender, and disabilities in 50 pre-K and elementary schools throughout the state. Each module seeks to assess the effectiveness of early interruption on the evolution of violence. The project also seeks to evaluate the impact of the training in urban, rural, and suburban areas. Oklahoma has no related curriculum in place in the elementary school system.

1. Needs Assessment

There are few other cities in America that carry the wounds of domestic terrorism as deeply as Oklahoma City. Twenty-five years ago the Alfred P. Murrah Federal Building was destroyed by an angry young man who had experienced a childhood filled with adverse moments and who had no tolerance or understanding of others. He killed 168 people, including 19 babies who died in the day-care center. In that single incident we saw both sides of violence, the oppressor and the victims.

It was a terrorist incident that delivered a powerful message that no one is safe from violence, that most ordinary people can become the victims of anger, prejudice, fear, and of those who seek to dominate. Unknowingly, that act also became a precursor to the violent potential of Oklahomans. As time has evolved no people in America are at greater risk for potential violence more than those that live in Oklahoma.

Young people who grow-up in Oklahoma are raised in a state deeply conflicted between the ultra-conservative, rural dominated political and religious culture of the state's frontier past and a more liberal, forward-focused urban culture emerging in the state's two population centers in Oklahoma City and Tulsa. The state legislature is still heavily dominated by rural representation and this farmer/rancher influence is obvious in the state's recently adopted open-carry, no license-required gun laws, and the strong influence of gun rights and gun-sports within the state.

Oklahoma ranks as one the nation's worst states for the number of children who are subjected to adverse childhood experiences. Those experiences include abuse, domestic violence, exposure to drugs, parental incarceration and much more. Nearly one-third of Oklahoma's children have survived two or more adverse experiences, putting the state at number one in the nation, according to a 2017 U.S. Census Bureau study. Oklahoma school Superintendent Joy Hofmeister stressed in an article in *The Daily Oklahoman* on February, 18, 2020 that Oklahoma teachers are asking for trauma-informed support and training to help deal with the escalating situation.

We live in a world fractured and fragmented by inflexible opinions and intolerance of others positions and beliefs. That polarized world is constantly reinforced by extremist rhetoric, false information and promoted propaganda often sourced by dark-web based hate speech groups and those focused on stirring unrest by separating groups and aligning them against each other. Among the repercussions of this separated, critical and isolationist world is the reality that many children grow up in homes and or communities where divisive, prejudicial rhetoric and experiences isolate them into pockets of emotionally and sometimes physically abusive childhoods. In addition, prejudicial online content and its companion, a no-longer neutral but increasingly analytical and biased media, sustains an increasing tendency of people to only seek-out content with which they already agree. This results in a population increasingly reluctant to hear and consider opposing viewpoints. These increasingly intolerant members of the public are often unknowingly leaving themselves vulnerable to potential hate groups who lure them into dangerous areas by espousing support for their existing beliefs.

In recent history, the cycle of prejudice and its direct result - violence, have taken on new forms. Today the line between prejudicial beliefs and acts of discrimination has been shortened through inflammatory messaging. As individuals enter into this cycle, information tunnels often form roadblocks that move these groups closer to violent actions in what would have once been peaceful discussions. This escalating separation of people based on a differentiating trait whether it be race, religion, culture, disability, gender or another distinction has created a world where

some wield the power of oppression and others exist as the oppressed. The elements of stereotyping, prejudice, and discrimination evolve into oppression, and oppression is frequently a precursor to violence.

Youth violence in the United States is highly prevalent. In fact, youth violence is a leading cause of death and nonfatal injuries in the United States. Homicide is the third leading cause of death among persons aged 10 to 24 years. The majority of these homicides are from firearm violence. Each day approximately 12 young people are victims of homicide and an additional 1,374 are treated in emergency departments for nonfatal physical assault-related injuries (Zimring, 1998). Of equal, if not greater concern is school violence. This involves violent acts that disrupt learning and have a negative effect on students, schools, and the broader community. Violent school behavior includes bullying, fighting (punching, slapping, kicking), weapon use, cyberbullying and gang violence. School violence usually takes place on school property, but also on the way to or from school, during school sponsored events or on the way to or from school events (Henry, 2000).

We know that youth violence starts early in life and that physical aggression can be common among toddlers (Baron & Banaji, 2006). Babies notice race as early as three to six months (Bar-Haim, Ziv, Lamy and Hodes, 2006). Even preschoolers use racist language intentionally (Van Ausdale & Feagin, 2001). Children start to apply stereotypes between the ages of three and five, but elementary school students can understand that stereotypes lead to discrimination (Winkler, 2009)

The Cycle of Prejudice is the precursor to much school-place violence. As the Cycle of Prejudice Model recognizes, stereotypes lead to Prejudice which evolves into discrimination and potentially oppression and into Violence. In a Harvard University longitudinal study conducted over a seven-year period of time, researchers studied more than 400 children to determine which factors contributed the most to violent behavior. Some of the identified causes of childhood violence include: (a) exposure to abuse - physical, verbal, or sexual, (b) neglectful parenting - parents that don't supervise children or provide a supportive home environment, (c) emotional trauma and stress - being exposed to a traumatic event or experiencing constant stress can cause violent outbursts, (c) bullying - being a bully or being a bullying victim, (d) family history of violence - some medical research indicates there is a genetic link that can predispose someone to violent behavior, (e) substance abuse - alcohol and other illegal substances can predispose children to aggression, (f) watching violence in the media, (g) the presence of weapons in the home - having access to guns, crossbows, knives, etc.

We propose the introduction of a program to intercept the escalation of prejudice and ultimately the violence in the lives of Oklahoma children. A curriculum that would introduce tolerance, understanding and friendly support could lessen the number of negative events in their lives and provide a base of emotional support for enhancing their early childhood experiences and diminishing the default to a violent response. **Aside from general anti-bullying initiatives, no such program to teach about domestic terrorism and tolerance and anti-violence cycle of prejudice understanding is currently in place in the Oklahoma elementary school system.**

Primary Target Population - Our primary targets are the approximate 374,000 pre-K and elementary school children in Oklahoma's public-school system. In addition, 37 percent of three and four-year old's in Oklahoma are enrolled in public pre-K programs. Twenty-one percent of students in Oklahoma live below the poverty line. Those children attend one of the 997 public elementary schools in the state of Oklahoma. The state's public schools are located within 584

school districts that range from urban-inner-city to consolidated rural schools. Approximately twenty-nine percent of Oklahoma elementary students live in rural districts. It will be difficult to reach all of these children during a two-year program, but we are confident that we can develop a strong proof-of-concept in 50 schools. That evidence could provide a robust basis for a possible future proposal to bring the project to scale state-wide. *Secondary Target Population* - Parents, teachers, principals, and counselors at elementary schools around the state. This includes a minimum base of approximately 600,000 support invested adults.

2. Program Design

Problem Statement - When you study the state of Oklahoma and review the conditions which directly and indirectly support the growth of violence and violent response among children, it is obvious that Oklahoma's children are at extremely high risk for both experiencing and expanding violence in America (Piatt, 2015). Our project challenge is two-fold. First, initiate change in the life experience of Oklahoma children by interrupting the Cycle of Prejudice to diminish the escalation of violence in schools, neighborhoods, and communities across Oklahoma. Second, because parts of Oklahoma represent the convergence of many negative violence triggers, we believe the development of a successful program of cooperation in local schools could establish an effective protocol for many other troubled areas around the nation.

As we looked at the negative possibilities for the children of Oklahoma to grow-up with less exposure to prejudice or with a lower expectation of experiencing violence in their schools, homes, and communities, we asked "How do you begin to initiate change?" Change that could provide a support base for at-risk children as well as begin to diminish the continued escalation of the Cycle of Prejudice and violence in their lives. To **Establish and enhance local capacity to prevent terrorism and targeted violence** (TVTP Program Goal) our response to the problem statement is to **mobilize the access and training potential of Oklahoma's public-school system to disrupt the Cycle of Prejudice and its potential outcome – violence.**

We know that the early introduction of alternative responses and options to establish tolerance versus intolerance is essential. Research also tells us that children as young as two years old recognize stereotypes and that by no later than five years old they begin to internalize prejudice and categorize others in negative ways (Van Ausdale & Feagin, 2011). The threat and the need are apparent. We need to develop programs which target pre-K and elementary school-age children. Programs that fully engage their teachers and school staff members and programs that incorporate opportunities for parents and families to learn, participate and support efforts to protect students and communities from a continued escalation of violence and deterioration of their quality of life.

To develop a provable, scalable, and potentially self-sustaining project we referenced the program evaluation process incorporated in violentcrime.gov ratings as a guideline for tactical planning, only utilizing tactics ranked as effective. Project content is designed to plant seeds of tolerance, to encourage early understanding and acceptance of the differences between individuals, and to create a foundation of tolerance and acceptance. Through the use of school staff and area influencers, we plan to use a series of age-appropriate modular lessons supported by videos, games, projects, and activities

Pre-judication is both the title of our educational program and our project name. Pre-judication is a combination of the words prejudice and education- reflecting the intent to **educate** our target about the roots of **prejudice** and how prejudice is a key **gateway to school violence**. It is also a reference to our goal of getting education to young people as early as possible. **Slogan:**

“All different but the same.” Our campaign tagline carries a high impact meaning for both our primary target, children, and our secondary targets, parents, teachers, and mentors. **To our primary audience, children,** our key message is that a world of peace and happiness results from respecting others no matter what their differences, whether physical, emotional or lifestyle/religious. **To our secondary audience, parents, teachers, and mentors,** our message is that we can impact and arrest the evolution of violence by working to sensitize elementary children to “do the right thing and make the right choices.” This can be achieved by targeting violence in its earliest form by explaining a world of peace and happiness results from respecting others and having the respect of others no matter what their differences.

The earlier we teach children about tolerance and positive responses to prejudice, bias, and stereotyping the less likely they are to develop biases and resort to violence in school. For parents and teachers the core message is **‘helping children reject prejudice.’** *Tolerance Coaches* will become the core of the Tolerance Training Chapters established at elementary schools locally, regionally, and potentially nationwide.

Our Response - The Prej-ucation project is designed to approach tolerance training in a different way in Oklahoma. The fundamental plan is to mobilize the public-school system at the elementary level to participate in a potentially state-wide/nation-wide effort to reduce the completion of the Cycle of Prejudice. The ultimate goal of the project is to diminish violence as an automatic response to disagreement and ultimately to reduce the violence option as a method of forcing or securing support and agreement or as a way of seeking vengeance. The core effort is in response to research that suggests the importance of early interruption in the cycle of learned emotional responses which ultimately result in violence. Early intervention in and of itself is not a unique concept in many parts of the country but in Oklahoma, where we are home to a significant number of ultra-right-wing groups with notable influence in many communities, we believe that success will require some special tactics.

Program Details - The details that follow outline the activities that will lead to successfully accomplishing the goals and objectives of Prej-ucation.

- We will partner with Oklahoma A+ Schools and Teacher Education Services at UCO to recruit schools and teachers to introduce the Prej-ucation Training program into 50 Oklahoma elementary schools.
- Teachers and staff at each participating schools will be training through an interactive podcast by our Education Director, Dr. Tyler Weldon, an Educational Psychologist, former Director of Oklahoma A+ Schools and current Associate Professor of Education.
- The Prej-ucation Project consists of five fully developed training modules designed to introduce pre-k and elementary school students to concepts that counter-message the stereotypes, bias, and prejudice that begin to register with young children.
 - The modules are flexible and designed to be used either as one-topic lessons each day, or each topic can be filled for a week of lessons.
 - Topics include” Introduction to Prejudice, Race and Diversity, Culture, Gender, and Disabilities. Each module aggressively builds awareness that childhood adoption of the concepts of Prejudice leads to violent repercussions - either initiated by the aggressor or by the frustration of those being exposed to verbal and actual bullying or aggression.

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- The involvement of schools will be graduated geographically with the goal of including urban, suburban, and rural schools to enable evaluation of program impact in various regions.
 - The goal is to introduce the Prejudication program into 50 schools during the project and to evaluate and revise content based on effectiveness feedback.
 - Participating schools will both pre- and post-test content.
- Each participating school will receive a framed charter welcoming them to the Prejudication Program suitable for display in school offices or hallways.
- Each participating teacher will receive a personalized Training Certificate and become a recognized Tolerance Teacher.
- Each participating school will select one faculty member (ideally a counselor) who will function as the school Tolerance Coach and manage the School Safe Spot.
 - Tolerance Teachers will receive a cash stipend for their training and supervision of the modules.
 - Tolerance Coaches will receive an additional cash stipend for their work with students and maintenance of the Prejudication Safe Spot.
- The creation of Tolerance Coaches, School Tolerance Safe Spots, Prejudication Awards, Training, and Awards are designed to create an in-school community of support and concern to assist those who are being impacted by the Cycle of Prejudice and in-response either intensify or resort to violence.
- Participating teachers will receive a Classroom Resource pack which includes 2 reams of printing paper, a USB drive with all course materials pre-loaded, colored pencil and Crayola packs, a bound printed copy of all 5 module contents, teacher notes, and resources and home implementation tips, a treasure pack of small toys for each child at daily module end, personalized Prejudication pencils for each child, Graduation Pledge cards, Award ribbons, resources for a graduation party for all participating classes.
- Each day when modules are being covered children will have games, role-playing and opportunities to win badges and prizes. Upon completion of all the modules children will receive a medal and certificate of completion.
- All parents will be invited to participate in the school or in a Zoom training session to learn what they can do to begin to diminish violence as a first response. Parents will receive Parents Work Sheets to help them train at home and to help support the activities at school.
- In order to strengthen and broaden the community impact of the program we propose launching both the Udefy and Uspeak programs during the last year of project funding. Udefy was developed by a group of students at the University of Central Oklahoma as a process for fighting online extremism.

Program Goals and Objectives

Goals:

- Establish and enhance local capacity to prevent terrorism and targeted violence by mobilizing the access and training potential of Oklahoma's public school system to disrupt the Cycle of Prejudice and its potential outcome – violence.

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- Build resistance to narratives on recruitment and mobilization to violence through increased awareness and access to information about the process and adoption of prejudice and discrimination and their role in the escalation of violence.
- To utilize the combined strengths of public education, concerned parents, teachers and school staff and children to interrupt the development of the Cycle of Prejudice and its ultimate outcome - violence.
- To partner with established education organizations in Oklahoma to bring a series of training modules to elementary schools in order to deliver counter-messaging to combat stereotypes and bias.

Objectives:

- Strengthen local resistance against the drivers of violent extremism by generating awareness of the Cycle of Prejudice and intolerance and their potential to influence elementary school-age children and direct them toward violence as the accepted response to the unfamiliar or controversial.
- Provide information about the personal danger to children of every point-of-view and background that is created by promotion of targeted violence and terrorism.
- Engage extremist households with information that will help them see the potential danger to their family members through the continued support of extremist rhetoric.
- Increase digital and offline awareness training programs and campaigns providing options for conflict resolution and/or reduction of inter-group tensions with evidence of user engagement of the Prejudication website.
- Gradually introduce a local prevention framework through program implementation in the public-school system that enables early outreach to children at-risk for discrimination, their families and communities to help develop local prevention frameworks that assist and enhance the ability of state, local, tribal, and territorial (SLTT) partners to Interrupt the Cycle of Violence and help identify and respond to individuals at risk of mobilizing to violence.
- Utilize the Oklahoma A+ Schools network and existing school partnerships from Teacher Education Services at the University of Central Oklahoma to partner with 50 Oklahoma elementary schools across the state to introduce the Prejudication Program.
- Partner with The Oklahoma City Bombing Memorial for a children's creative expression against violence.
- Utilize the already developed Udefy program (anti online extremism) and the Uspeak program (to support free-speech).

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THEORY OF CHANGE: Interrupting advancement of the Cycle of Prejudice before the internalized acceptance of stereotypes, bias and discrimination can significantly reduce and potentially disrupt the Cycle thus significantly reducing violent responses and aggressive behavior in young children. Changing and interrupting early childhood, Pre-K through elementary school, interaction with the Cycle of Prejudice through introduction of Tolerance Training Modules providing information and interactive engagement regarding intolerance as evidenced by stereotypes, prejudice, discrimination, oppression and the resulting violence will, over time, result in decreases in actions of violence and escalation of violent reactions; increase early childhood understanding of alternative responses to prejudicial behavior and provide age-appropriate materials to assist early learners in recognizing that although “we are all different-we are the same”. This curriculum is designed in order to build understanding and acceptance of the differences we have whether racial, religious, cultural, gender or disability based are a natural reflection of the human condition. These outcomes will be realized through utilization of a curriculum of Tolerance Lessons provided to pre-k and elementary school programs throughout Oklahoma; program impact will be enhanced by training and use of school administrators, counselors and teachers to implement and work with students in classes; parents will be offered alternative training materials and training opportunities in order to further enhance the learning atmosphere, parents who do not want their child to participate in the training program will be provided with an “opt-out” option accompanied by a flyer detailing the Cycle of Prejudice, recounting examples of how internalization of prejudice and experiencing extensive negative events in childhood dramatically increase the potential to engage in violent behavior

Problem Statement			Strategies	Activities	Outputs	Objectives		Impact	
Problem	Why is This A Problem?	Why Is This A Local Issue?	How Will We Respond?	Tactics We Will Utilize		Short-Term	Long-Term		
Oklahoma's children like all children are exposed to the elements of bias and prejudice early in life. They recognize stereotypes by the age of 2 and begin to categorize and discriminate between 3-and-5 years of age. Left to its natural evolution that process will continue and the full Cycle of Prejudice will move toward its ultimate conclusion – violent behavior. Violence in their schools, homes, neighborhood and communities. Escalation of childhood encounters with violence and violence targeted at children is a growing problem in the United States	The more prejudice, and bias, the more encounters with violence a young child experiences the more likely it is that the child will turn to violence as a first response	Oklahoma leads the nation in the number of children who experience negative events in their childhood. These experiences lead to increasing numbers of hostile responses.	Escalate Teacher/Parent/Mentor awareness of the correlation between prejudice and school the classroom.	Initiate and implement contact with state public School systems in order to initiate use of the Tolerance Modules as part of elementary curriculum. Seek partnership with Oklahoma A+ Schools	Three separate program launches targeting different geographic areas to deliver access to 50 fully involved state elementary schools by program end.	Initiate and implement a plan to secure use of Tolerance Training in state elementary schools.	More than 75% of elementary school students involved in Tolerance Training exhibit an increased understanding of tolerance and how to respond to intolerant situations.	Gradual but long-term increase in percentage of children and young adults who chose tolerant behavior versus violence initiating options.	
	Many children are raised in homes or communities where forms of bias and discrimination are modeled for them -without awareness on the part of the role model - on a daily basis.	Oklahoma children are more likely to experience toxic, adverse conditions at home than children in other states. State health officials report that recent studies show Oklahoma ranks as worst in the nation when it comes to the number of adverse childhood experiences. Such experiences include neglect and abuse, drug use in the home, exposure to domestic violence, living with someone who is mentally ill, having		Offer implementation of the Five-Module Tolerance Training Program	Use targeted publications including a guidebook with information and activities that can be used outside of the classroom.	3-Tier deployment of Tolerance Modules should deliver access to 50 public pre-k and elementary schools.	Increase Public Awareness of prejudice as a pre-cursor to violence	70% of participating elementary school students indicate through pre-and post-test reports an increased ability to make positive-tolerant decisions	Gradual but permanent change in understanding of how to respond in potentially Violence prone incidents.
	Some children are in home situations where bias and prejudice are a part of intentional influence on the child.			Create Educator/Parent Guidebook and lesson incentives to encourage supporting child(ren) as they learn counter-responses.	Create a series of student-led activities designed to help educate parents about Tolerance Training materials at home.	Flyers and posters delivered to all schools engaged at each distribution point	Engage parents with tolerance learning and home-based support.	80% of surveyed elementary students identify tolerance as a preferred response in conflict and potentially violent confrontations.	Initiate a permanent shift in public perception of Oklahoma about the relevance of Cycle of Prejudice to frequency of violence relating to school children.
			Offer fully Develop Tolerance Training online and web-conference training programs for school staff.		Develop Tolerance Turnabout materials/ Children Teaching Parents Lessons	Raise public awareness of impact of cycle of Violence on evolution of violence.			
					Implement Udefy and Uspeak plans to increase public awareness and engagement. Plan Public Relations appearances. Media	Continue messaging related to diversity and understanding in a fun, engaging manner for children.			

NOTE: Related or correlating areas are color-coded.

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	<p>Parents don't recognize bias and prejudice as pre-cursors to violence and accept their presence as part of the local or regional culture.</p> <p>Youth receive no structured training or information relating to tolerance or understanding of the acceptability of differences between them and their peers. Use of prejudicial language and stereotypes are a part of the regional or local culture. Children receive prejudicial and biased messages from multiple sources.</p> <p>Prejudice and discrimination are not perceived by parents to be factors in escalation of violence.</p>	<p>an incarcerated family member, living in a broken home and more.</p> <p>According to a recent Child Trends study, 17 percent of Oklahoma youth have experienced three or more adverse childhood experiences in their lifetimes, a number that ranks the state highest in the nation.</p> <p>Many young people believe prejudice and bias to be socially normal behavior. Children exposed to examples of prejudice and escalate to violence through media, older siblings, students, and adults.</p> <p>Some local parents consider bias to be a cultural reality</p> <p>Many young people believe prejudice and bias to be socially normal behavior,</p>	<p>Offer special training for parents that focus on programs support of tolerance and understanding behavioral change.</p> <p>Provide access to module and training materials on webpage for teachers, provide engaging, interactive class materials to students with appropriate rewards.</p> <p>Provide full module and training materials access on webpage available to teachers, parents and those interested in expanding tolerance knowledge</p>	<p>resource website for parents, students, and the community.</p> <p>Seek partnership with the Oklahoma City National Memorial & Museum in official introduction of the program to the state school system.</p> <p>Develop series of animated situational videos for online, classroom and broadcast purposes to educate local communities</p> <p>Launch initial Prej-ucation website; Update and refresh regularly throughout campaign</p> <p>Encourage greater media partnership in efforts to promote tolerance messages in the community.</p>	<p>interviews, releases when programs are launched in specific areas.</p> <p>Develop all promotional materials and sponsor annual "Children Speak Out Against Violence Day." Children who have completed programs read their statements at Memorial Event</p> <p>Produce a series of Prej-ucation "Tolerance" videos.</p>		<p>Increase awareness among 60 percent of the general population that the Cycle of Prejudice creates a climate of violent response.</p> <p>Gain acceptance among 80 % of children that complete the Training course that tolerance is the right thing to do.</p> <p>Convince Oklahoma residents to "stop and think before speaking or acting in relation to prejudice.</p>	<p>Change the conversation when Oklahomans and other Americans discuss issues of prejudice.</p>
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CONTEXTURAL FACTORS:

- **Child Collaboration:** Encourage active participation of primary target children in all phases of program and activity planning

Strategies and Action Plans

- *Develop a communications strategy to educate and inform young children about plan activities.* Utilization of the media, input from educators and previous studies various civic, ethnic and faith-based groups, as well as the annual health and safety fair and other community events has increased the public's awareness.
- *Assess and track level of collaboration among elementary education teachers and associations Engage teachers who participate in the program to evaluate materials and provide revisions proposals.*
- *Develop sharing between students at different participating schools.* This would include contests, on-line display boards, video reports. Rewards and point awards. Annual Tolerance Town Support efforts to share information and reduce duplication of services.
- *Develop a Tolerance Town School Newsletter.* Plan for sharing of activities in once-a-semester newsletter share creative efforts, ideas and results
- *Provide Badges and Certificates - Produce badges awarded to students at completion of each module; upon completion of all modules students will receive a certificate recognizing hem as members of the Tolerance Town Council*

- **Parental Collaboration:** Encourage active of parents and parent groups at participating schools.

Strategies and Action Plan

- *Develop a Parents Tool Kit* with information and resources to help parent's support their child's in-class activities; include a plan for modeling teachable tolerance moments at home.
- *Plan an online Information Seminar and Training Class* for parents of students in participating schools.
- *Prepare Opt-out materials* for parents who do not wish for their children to participate in offered modules.

- **Educator Collaboration**

Strategies and Action Plans

- *Develop a Teacher/School Staff Training Manual.* This would include full content of all Training manuals; classroom activities, games; videos; contests
 - *Design and implement an Online Education Portal* with all module content; contact with program directors; videos; areas for submission of materials; discussion and contribution pages.
 - *Tolerance Town Charter and Chapter Materials.* Each participating school will receive a framed Town Charter ; each participating teacher will receive a personalized Training Certificate. And membership pin.
 - *Media/Promotion Materials* Every participating school will be provided with media information materials to make it easier to receive media attention and publicist the school and its involvement as well as to help generate program awareness in the community.
 - *Develop a database of participating schools.* Create a master list of participating schools, teachers and administrators. Maintain interactive lists for Oklahoma county-by- Currently coalition member organization,
- **Evaluation and Assessment:** Design and implement an on-going evaluation system to ensure continuous improvement by analyzing the quality, effectiveness, and cost-benefit of all programs and services

Strategies and Action Plan

- *Conduct a universal assessment to identify barriers, solutions, and resources to foster improvement.* Include Community Readiness Survey was completed to identify barriers and community perceptions. school-based data collected and analyzed to identify barriers and help guide the mobilizing of resources to create solutions to the problems facing the community's youth. strategies, then the YAC will make every effort to assist in making the training a reality for its members.
- *Ascertain risk and protective factors and examine issues in the community that contribute to diversity and acceptance lifestyles*
Project Evaluators and Charter School Teachers will annually review each of program objectives listed in the Project Introduction to determine progress toward achievement of goals and develop an annual programmatic strategic plan for the next year.

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Short- and Long-Term Outcomes

- Increase local awareness of violent extremism and the role that early acceptance of intolerance has in mobilizing future violence.
- Increase the commitment of parents and teachers to diminishing the impact of prejudice and building individual resilience through Tolerance Training to make elementary-age children less susceptible to the acceptance and risks of violent extremism.
- Increased skills in identifying and avoiding narratives related to recruitment and mobilization to violence and access to cross-messaging content designed to diminish the effectiveness of violence promoting content.
- Escalate concern about the potential personal negative impact of continued support of the rhetoric of intolerance and violence.
- Generate concern about the potential personal negative impact of continued support of the rhetoric of intolerance and violence.
- Use of the Prej-ucation website to build and maintain increased digital awareness-promoting social capital, sense of belonging, and feeling of security with evidence of user engagement.
- More communities have programming to enhance resilience to violent and violent extremist narratives.
- The Prej-ucation Program will reduce the tendency for violence to be a first response to tension or intolerant conduct.
- After the initial implementation of the program more than 5,000 Oklahoma elementary students, their parents, teachers, and communities will have been exposed to messaging that diminishes violent response as a viable option to contentious situations.
- These programs offer a higher community profile and opportunity for more publicity and community awareness of the anti-violence program being initiated through schools.

3. Organization and Key Personnel

Prej-ucation is a concept developed by a team of 13 University of Central Oklahoma senior strategic communications students. The concept was developed as a part of a competition class working under the umbrella of Edventure Partners Peer-to-Peer projects and under the sponsorship of The McCain Institute at Arizona State University. As the students proceeded with their plan they were urged by representatives from Edventure Partners and the McCain Institute to apply for a DHS grant which would allow plan implementation. Development of the grant proposal and supervision of the grant implementation process will be shared by Co-Primary Investigators. Both investigators are full-time faculty members at UCO.

Sandra Martin – PI - Sandra Martin has extensive experience in marketing, advertising, and public relations. She has worked with national, regional, and local corporations managing their branding image and reputation and has transferred that experience to a more than 25-year career in higher education. In recent years she has assumed responsibility for coaching university competition teams in national events. Student competitions include the National Student Advertising Competition sponsored by the American Advertising Federation. Each year this competition involves university teams from more than 300 universities competing in 15 districts, to develop a national campaign for a major sponsoring organization. UCO has represented the Tenth District as first place winning team and national finalists twice in the past six years. UCO students began participating in the by-invitation only competitions sponsored by Edventure Partners and their P2P efforts. The first year UCO participated the competition was sponsored by the Department of Homeland Security with a focus of fighting online-extremism. UCO placed

second in the nation in that competition. In the past four-years UCO teams have won two national first-place competitions, one second place in the nation award, and one-third place in the nation award. Both prior to and after beginning her teaching career, Ms. Martin was marketing, advertising and public relations director for several national clients including Lear Jet, U.S. Paint and Chemical, Bell Helicopter, Quaker Oats and most recently Account Supervisor for McDonald's Restaurants in Oklahoma, Arkansas, New Mexico and part of Texas. In that role she supervised the addition of chicken as a daily special at McDonald's which was quickly adopted nation-wide and moved the Oklahoma City market from 61st in the nation in sales to 1st in sales in less than 6-months. Martin has also lectured at Universities in Japan, Russia and Singapore where she was one of two-faculty members to develop the first United States Bachelor and master's degree programs available in Singapore. As a part of that program Martin traveled two to four times a year to teach in Singapore for more than 20 years.

Tyler Weldon, Ph.D. - Co-PI - Tyler Weldon, Ph.D. is an associate professor of education at the University of Central Oklahoma, College of Educational and Professional Studies, Department of Education Sciences, Foundations and Research. She is an educational psychologist with wide-ranging research design experience as well as an extensive large project and grant budget and reporting management credentials. Dr. Weldon brings to this project over a decade of PreK-20 teaching experience. She will serve as the education director and Co-PI for this proposal. Dr. Weldon has managed over \$800,000 in grant-funded projects. She has received four Improving Teacher Quality grants and submitted all reports with no violation of the terms of the grants. The Co-Director will be in charge of achieving the technical success of the project, while also complying with the financial and administrative policies and regulations associated with the award. She is responsible for communicating with schools, managing school partnerships, setting up a data base to gather data before, during and after the program. She will lead the internal evaluation process in collaboration with the PI and research assistant. Dr. Weldon is committed as the Co-Principal Investigator for the life of the grant.

4. Sustainability

Prej-ucation will continue as a training program and as an expanded tolerance program available to additional Oklahoma, regional and national schools. The program could be sustained through additional grant funding and support from Education programs at the University of Central Oklahoma. Once the Prej-ucation Tolerance Modules are introduced into the elementary school system, their long-term maintenance and growth should be supported by extension of the program through the cooperation of existing education partner groups as successful results encourage participation of additional schools and the expansion of the program.

Maintenance of content, updating and revisions to program materials will be managed through involvement and participation of students enrolled in the strategic communications program at the University of Central Oklahoma. Students enrolled in this program developed the concept and original content for the program and a special project section of existing classes can be utilized for future development and promotion of the project.

5. Budget Detail and Narrative

Budget Category	Federal Request
Personnel	\$115,946.00
Fringe Benefits	(b)(4)
Travel	\$54,660.00
Supplies	\$109,140.00
Contractual	\$00,000.00
Other	\$ 283,760.00
<i>Total Direct Costs</i>	\$595,366.00
Indirect Costs	(b)(4)
TOTAL PROJECT COSTS	\$657,281.00

Line Items.....**\$657,281.00**
 Salaries/Wage\$115,946.00

Name	Total
Sandra Martin	\$28,170.00
Dr. Tyler Weldon	\$48,694.00
Graduate Research Assistant	\$21,044.00
U/G Student Worker	\$18,038.00
Grand Total	\$115,946.00

Sandra Martin has an institutional base salary of \$37,311.84. Summer salary is calculated based on a faculty member’s monthly salary which is a 10-month contract. This would result in a monthly salary of \$3,731.18 and a three-hour course reduction equivalent of \$4,663.98. This would allow Ms. Martin to earn up to \$7,089.24 per summer, totaling \$14,178.48 for the project in summer salary. For Spring 2021, Fall 2021, and Spring 2022 semesters Ms. Martin would receive a single course reduction to dedicate her time to the project. This results in \$13,991.94 for the three semesters. These amounts over the two-year grant results in \$28,170.00 for the project period.

Dr. Tyler Weldon has an institutional base salary of \$64,494.00. Summer salary is calculated based on a faculty member’s monthly salary which is a 10-month contract. This would result in a monthly salary of \$6,449.40 and a three-hour course reduction equivalent of \$8,061.75. This would allow Dr. Weldon to earn up to \$12,253.86 per summer, totaling \$24,507.72 for the project in summer salary. For Spring 2021, Fall 2021, and Spring 2022 semesters Dr. Weldon would receive a single course reduction to dedicate her time to the project. This results in \$24,185.25 for the three semesters. These amounts over the two-year grant results in \$48,694.00 for the project period.

A graduate student research assistant (RA) is requested to assist with the inputting and monitoring of statistical data related to the project and the project’s outcomes. UCO graduate RAs can earn up to \$11.375/hour over 25 hours per week. The RA will be requested for five weeks in the latter half of fall 2020, each semester (16 weeks) and summer (8 weeks) of the

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grant, as well as the first five weeks of the fall 2022 semester to close out the grant.
 $\$11.375 * 25 * 74 \text{ weeks} = \$21,044.00$

An undergraduate student worker (SW) is requested to assist program staff with various components of carrying out the grant project. The student worker will be able to assist with scanning, copying, mailing, as well as coordinating with program participants. UCO undergraduate SWs can earn up to \$9.75/hour over 25 hours per week. The SW will be requested for five weeks in the latter half of fall 2020, each semester (16 weeks) and summer (8 weeks) of the grant, as well as the first five weeks of the fall 2022 semester to close out the grant.
 $\$9.75 * 25 * 74 \text{ weeks} = \$18,038.00$

Fringe Benefits.....(b)(4)

Name	Total
Sandra Martin	(b)(4)
Dr. Tyler Weldon	(b)(4)
Graduate Research Assistant	(b)(4)
U/G Student Worker	(b)(4)
Grand Total	(b)(4)

The University of Central Oklahoma utilizes a set fringe rate of (b)(4) for salary earned over the summer and calculated fringe rates for faculty during the academic year. Ms. Sandra Martin's academic fringe rate is (b)(4). Ms. Martin is requesting \$14,178.48 in summer salary resulting in (b)(4) in summer fringe. Ms. Martin's academic fringe will be (b)(4) based on \$13,991.94 requested for academic term support. Ms. Martin's total project fringe will be (b)(4) (Summer - \$14,178.48 * (b)(4) Academic - \$13,991.94 * (b)(4)) (b)(4)

Dr. Tyler Weldon has a fringe rate of (b)(4) \$24,185.25 * (b)(4) Summer - \$24,507.72 * (b)(4) Dr. Weldon's total project fringe will be (b)(4) (b)(4)

Student Employees are only compensated a fringe rate during summer terms. The student employee summer fringe rate is (b)(4) Graduate RA – \$4,550.00 * (b)(4) U/G SW – \$3,900.00 * (b)(4)

Supplies/Materials.....\$109,140.00

Printing costs are associated with the project itself as well as community engagement and marketing at academic conferences. The average black and white copy at the institution is printed at \$0.006 per page, while color runs approximately \$0.06 per page. The project is budgeting a total of \$1,248.00 per year for printing. This would allow up to 108,000 black and white copies and 10,000 color pages. $\$648 = .006 * 108,000$ and $\$600 = .06 * 10,000$ – Total = $\$1,248.00/\text{year} * 2 \text{ years} = \$2,496.00$

Postage is associated with the need to provide items to the various participant schools from one central location. In the event that program staff cannot make a site visit to deliver items, postage is budgeted in to provide those items by parcel. The project is estimating up to 908 mailouts per

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year at .55 (1st class mail) per item. $.55 * 908 = \$499.40$ with a project life of \$998.80. This total is rounded up to \$1,000.00 (or \$500.00/year).

Shipping and handling costs are budgeted at \$250.00/year. This line is to create a safety net for those items that shipping/handling was not included in the pricing. This is to ensure that program budget for supplies is not depleted by unforeseen shipping/handling costs. $\$250.00/\text{year} * 2 \text{ years} = \500.00

Teacher incentives will include a variety of items. Oklahoma has one of the lowest supported common education systems in the United States. Incentivizing Oklahoma teachers through support with classroom supplies is a key component to recruiting teacher participation. The classroom incentives include: a box of paper (\$23.99), Crayola classroom set of crayons (\$49.98), Crayola classroom set of colored pencils (\$34.08), Crayola classroom set of markers (\$59.98), this totals \$168.03/classroom. $\$168.03 * 208 \text{ classrooms} = \$34,950.23/\text{year} * 2 \text{ years} = \$69,900.00$.

USB flash drives with copies of the Prej-ucation curriculum will be made available for each of the participating teachers. This will allow them to make extra copies if needed, as well as provide extra content in areas that they feel is needed or students' desire. Each flash drive will include the program information from UCO and the Department of Homeland Security. 208 – 32GB Lanyard Styles USBs @ \$8.22 per item = $\$1,709.76 * 2 \text{ years} = \$3,420.00$.

Pencils with special heat coloring that change color will include the Department of Homeland Security and UCO program information will be provided for each student. The pencil will be a reminder for each student of their time participating and to assist them in recall of the information they learned. For 208 classrooms of approximately 25 students an estimated 5,200 pencils are requested. The pencils can be purchased for \$0.27 each. $5,200 * \$0.27 = \$1,404.00 * 2 \text{ years} = \$2,808.00$.

Professional printing for items such as Prej-ucation official certificates, student pledges, teacher pledges, parent pledges, and Prej-ucation rules. A quote from Vista print provided all professional printing at $\$1,374.30/\text{year} * 2 \text{ years} = \$2,748.00$.

Badges of completion for each student who successfully completes the course will be provided. The badges will resemble a blue ribbon or another recognizable achievement icon. 450 dozen (5,400) * $\$8.39/\text{dozen} = \$3,775.50 * 2 \text{ years} = \$7,552.00$.

Classroom treasure boxes from Oriental Trading are budgeted for each classroom. This will allow students, throughout the program, to have small incentives on completing and turning in their work, particularly those projects that include parent involvement/interaction. The treasure boxes are priced at \$19.99/each and 208 classrooms. $\$19.99 * 208 = \$4,157.92 * 2 \text{ years} = \$8,316.00$.

Gift cards loaded with \$25.00 will be available for each participating school that has classrooms complete the program for group celebrations. This incentive will be made available to the schools who have teachers and classrooms that complete the full five-module program in a timely manner. This will allow them to purchase items like cookies and punch for their course completion celebration. $\$25.00 * 208 \text{ classrooms} = \$5,200.00 * 2 \text{ years} = \$10,400.00$

**University of Central Oklahoma
FY20 Dept. of Homeland Security TVTP**

Travel\$54,660.00

Roundtrip travel is budgeted in for project staff to take one yearly trip to Washington, D.C. to meet with agency program staff. The program officer advised to build in a travel budget for the director's, though the agency tends to do site visits versus bringing directors to D.C. They do want directors to have travel flexibility to provide for potential project result share at academic conferences. The total is based on the following: 4 RT Airfares (2 per director) of \$350.00 each (\$1,400.00), 4 nights/per director for two trips per year at \$256.00 per night (\$2,048.00), per diem on a \$76/day, \$57/travel day for 4 total (2 per director) trips to total \$1,368.00 per year, and \$400.00 (\$100/trip/director) of miscellaneous expenses per travel. Totals \$7,264.00 per year, and for the grant \$14,528.00.

Mileage/Tolls are requested to provide as reimbursement to program staff for traveling to and from participating elementary schools. The total considers up to five individual roundtrips to each participating school and the tolls incurred in transit. The mileage rate used is the institutional base of \$0.575 per mile and tolls are estimated utilizing the Oklahoma Turnpike Authority's toll estimator. Total estimated for each year is \$20,066.23 for a two-year total of \$40,132.00.

Other Costs.....\$283,760.00

Mentor stipends will be utilized to reimburse former UCO students who have graduated and taken new positions in their career field. The two mentors will have been students who were a part of the initial design team when they were senior level students. The mentorship will allow them to work with the new senior level class to ensure the programming and modules align with the original vision. The mentors will earn \$18.00/hour for up to 10 hours per week. They too will have a cumulative of 74 weeks, through five weeks at the beginning and end of the grant period and three semesters of 16 weeks. ($\$18.00 * 2 * 10 * 58 = \$20,880.00$). During the summer months the mentors will only be asked to provide five hours of mentorship per week. ($\$18.00 * 2 * 5 * 16 = \$2,880.00$) This comes to a project total for mentors of \$23,760.00.

Tolerance coaches will be trained individuals within each participating school. They will be trained to be viable resources for students to access as they go through the Prejudication modules. If a student is experiencing pushback from home, or needs a voice of reason to listen, the tolerance coaches will be available. There will be one tolerance coach per participating school, and each tolerance coach will receive a \$500.00 stipend for their training and participation each year. ($\$500.00 * 52 * 2 = \$52,000.00$)

Teachers in the classroom who participate in implementing the Prejudication framework can earn up to \$100.00 per module they successfully implement. The program has five modules. The \$100.00/module is an incentive as well as support for their training and participation. The program is planning to implement in 52 schools statewide, with a goal of four classrooms per building. This would result in 208 teacher participants. ($\$100.00 * 5 * 208 = \$104,000.00$). This incentive and training stipend would be provided each year totaling \$208,000.00.

Indirect Costs (b)(4)

The University of Central Oklahoma has a negotiated indirect cost rate of 53.4% of salary and wages. (b)(4) of \$115,946.00 = (b)(4)

OTVTP Implementation & Measurement Plan

You should modify the Implementation & Measurement Plan (IMP) template to the number of outcomes your specific project requires. For *each* outcome in the IMP, create an Implementation Plan table *and* a Measurement Plan table. Please use the definitions provided in the IMP guidance document when crafting your plan. Draft, in the box below, the overarching goal statement for the project. Following completion of the IMP, each grantee is expected to complete the Risk Assessment & Mitigation Plan in Appendix A.

In the Implementation Plan table:

- Type each activity in a separate row; add as many rows as needed.
- Arrange activity rows chronologically by the start date of the activity.
- This IMP should span both years of performance under this grant program.

In the Measurement Plan table:

- Type each outcome indicator in a separate row.
- Include indicators that will help measure the results of the project; it is not necessary to have more than one indicator if that indicator sufficiently measures results.
- Identify and/or design data collection methods to be used to obtain the data that will be reported on quarterly.
- Ensure attention to collection of data that can be broken down by sex and age of project participants or beneficiaries.

NOTE: Data collection methods should be specific and timebound. Any expenses incurred from the collection of data must come from the grant already awarded. No additional funds will be made available by DHS for this purpose.

Organization Name	University of Central Oklahoma Department of Mass Communication / Department of Education
Project Title	Prejudication: A Program designed to interrupt development of the cycle of prejudice and violence in elementary school children.
Grant Number	97.132
Grant Implementation Period:	10/01/2020 – 09/30/2022
Reporting Period:	Quarterly

Project Goal Statement

To initiate change in the lives of Oklahoma's children, and potentially in the lives of children across the nation, by interrupting development of the cycle of prejudice and violence in elementary school children through creation and implementation of a series of tolerance and diversity interactive training modules to (1) provide teachers and parents with resources and training techniques to support diversity and non-violent options (2) provide age-appropriate, interactive learning materials to engage children and encourage non-violent and non-prejudicial

Target Population

Primary targets are the approximate 374,000 pre-K and elementary school children in Oklahoma's public school system. Thirty-seven percent of three-and-four-year-olds in Oklahoma are enrolled in public pre-K programs. Elementary and pre-K students attend one of 997 public elementary schools in the state of Oklahoma. The state's public schools are located within 584 school districts that range from urban-inner-city to consolidated rural schools.

It will be difficult to reach all of these children during a two-year program, but we are confident that we can develop a strong proof-of-concept in 50 schools. That evidence could provide a strong basis for a possible future proposal for larger scaling.

(Demographics)

- 51.6 % of the state's elementary school students are male and 48.4% are female.
- 21.2 % live below the poverty line.
- 28.6 % of Oklahoma elementary students live in rural districts

Secondary Target Market

Parents, teachers, principals, and counselors at elementary schools around the state. This includes a minimum base of approximately 600,000 support invested adults.

- This is a diverse group. Many of them are proactive in their desire to diminish prejudice and its probable expansion into violence but this group is also populated by some households who embrace various forms of bias and tend to be violence-prone.



- OUTCOME 1: [Increasing number of elementary school students across Oklahoma experience lifestyle and attitude change resulting from increased understanding of tolerance, rejection of stereotypes and prejudice and selection of non-violent options and responses as a result of the combined strengths of public education, concerned parents, teachers, school staff and children working to interrupt the development of the cycle of prejudice and its ultimate outcome...violence through participation in the Prejudication tolerance module training program.]

Mid-Term Outcome 1.1: Education partners secure access to elementary schools across Oklahoma for program implementation.

Mid-Term Outcome 1.2: Five Classroom Training modules completed and prepared for distribution.

- Worksheets
- Slides
- Videos
- Projects, Games, Role Playing

Mid-Term Outcome 1.3: Completed teacher/Parent Resource manuals and exercises distributed.

Mid-Term Outcome 1.4: Prejudication modules are introduced and utilized in selected schools.

OUTCOME 1 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting <i>(Complete for Progress Report Only)</i>
<i>Secure partnership with education resources.</i>	<i>Oklahoma A-Plus Schools and ---</i>	<i>Within first 3 months of Grant funding</i>	<i>Training materials updated, published and assembled</i>	

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting <i>(Complete for Progress Report Only)</i>
<i>Implement and administer training modules in schools in a three-phase roll-out</i>	<i>Training manuals and visits Training materials Student awards/prizes Teacher stipends</i>	<i>Addition of schools in a three-stage roll-out across state until goal of 50 schools are engaged prior to grant conclusion (2-years).</i>	<i>Program accepted for use in 50 elementary schools before end-of-grant time frame</i>	
<i>Initial training visit with school staff/teachers</i>	<i>Trainer travel to school. Delivery of materials. In-person orientation/training</i>	<i>Two-weeks prior to module implementation at schools</i>	<i>Prepared/trained teachers and staff Increased understanding of tolerance training and student support</i>	
<i>Zoom welcome orientation for Parents organizations</i>	<i>Zoom call with trainers Program orientation</i>	<i>Two-weeks prior to program initiation</i>	<i>Increased parental support of tolerance and non-violent options. Parental understanding of appropriate support measures</i>	
<i>Training module implementation</i>	<i>Classroom materials</i>	<i>Within 8-weeks of school involvement. Completed at least 8-weeks prior to end of 2-year grant timeline.</i>	<i>Increased student understanding of how prejudice presents itself in various situations. Escalated knowledge of tolerance supporting choices. Knowledge of non-violence oriented choices.</i>	

OUTCOME 1 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results <i>(Complete for Progress Report Only)</i>
<p>Increased student knowledge of what constructs prejudice</p> <p>Increased number of positive choices for response and actions in the face of prejudice or potential violence initiating situations</p>	<p>Pre and post module tests at conclusion of each training module for participating students</p> <p>Situational assessment at conclusion of all training modules</p>	
<p>Teacher/ Tolerance Coach evaluations of module content and effectiveness.</p> <p>Responses to interactive class evaluation</p> <p>Qualitative evaluation by on-site trainers of student understanding and behavioral shifts.</p>	<p>Survey designed to measure participating teachers/on-site instructors evaluation of content effectiveness.</p> <p>Teachers observational and survey responses to student group situation role plays</p>	

OUTCOME 2: *[A dynamic, fully cooperative partnership with established education organizations in Oklahoma that provide access to school districts, classrooms and skilled teachers and trainers who are competently delivering skilled , hands-on and on-site tolerance training and coaching for elementary schools. This partnership will allow the gradual expansion of participating school based on personnel and resources.]*

Mid-Term Outcome 2.1: Finalized partnership arrangements with Oklahoma A-Plus Schools and the University of Central Oklahoma Education Partners resulting in program placement in at least 50 schools during the initial grant timeframe in order to provide adequate assuring adequate data confirming project proof-of-concept.

Mid-Term Outcome 2.2 A well-organized, systematic faculty/staff training program that assures consistent, effective guidelines and training for school staff and parents that assists in confirming and providing support for in-class tolerance lessons.

OUTCOME 2 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
<i>Initiate contact with potential education partners.</i>	<ul style="list-style-type: none"> • <i>Complete plan for classroom involvement.</i> • <i>Completed Training modules.</i> • <i>Teachers rewards and stipend details.</i> • <i>Training materials</i> 	<i>In advance of grant application</i>	<i>Plan to introduce the Tolerance Modules into Oklahoma schools in an orderly three-stage roll-out.</i>	
<i>Develop a schedule for in-person (or if necessary, conference call training and instruction of Module content and instruction process). Final edit, design and load all training materials on USB drives to be delivered to all teachers as well as allow access through codes</i>	<p><i>Work with identified Trainers to develop an instructors training plan for each module.</i></p> <p><i>Prepare and produce Teacher Training Videos that can be accessed online through the Prejudication website.</i></p>	<i>Concurrent with program introduction if health issues mandate long-distance learning applications.</i>	<i>Trainers easily present and personalize module content for successful understanding and learning</i>	
<i>Develop an online module teaching plan for teachers and supervisors</i>	<i>Training supervisor developed</i>	<i>Prior to program introduction</i>	<i>Well-prepared, confident trainers</i>	

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
<i>Establish a Prej-ucation Hotline for teachers and trainers to access expert advice and suggestions if needed</i>	<i>Dedicated contact number/ url. Staffing schedule</i>	<i>Concurrent with project implementation</i>	<i>Tolerance trainers and coaches will have immediate access to information and resources they may seek</i>	
<i>Completed, finalized high-quality production of all module content including: teachers guides, worksheets, slides, videos, role-plays, processes published, and USB loaded distributed to participants</i>	<i>Finalized design and edited materials revised by graphics team</i>	<i>Prior to materials distribution – within 0 days of grant initiation</i>	<i>Igh-quality, polished materials to enhance learning and credibility</i>	

OUTCOME 2 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results <i>(Complete for Progress Report Only)</i>
Prejudice Training Modules are introduced into elementary schools across Oklahoma	Gradual roll-out of schools participating in tolerance module training to reach maximum implementation of 50 schools for initial measurement.	
Teacher trainers/coaches provide positive feedback on modules and teaching processes.	Over 75 percent of Tolerance Trainer's provide positive feedback of tolerance materials and their effectiveness when they complete the trainer Evaluation Surveys	
Participating students evidence increased understanding of aspects of prejudice and how to make positive, violence-reducing choices when confronted with	Pre-and -post-tests of each learning module indicate a minimum of 75 percent of participating students show increased understanding of what constructs prejudice and have gained knowledge of how their choices impact development of violence and impact others lives.	

OUTCOME 3: Local resistance against the drivers of violent extremism is strengthened through increased awareness that early educational steps can interrupt full development of the cycle of prejudice, intolerance and their potential to influence school-age children toward violence as the accepted response to the unfamiliar or controversial

Mid-Term Outcome 3.1: Development of localized publicity events, social media and on-going publicity and promotion captures the interest and engagement of local residents.

Mid-Term Outcome 3.2: Publicity campaigns developed by University of Central Oklahoma strategic communications students are implemented to educate local residents prior to program implementation in local schools, to inform the community about training activities and goals and to report on module impact and outcomes.

OUTCOME 3 IMPLEMENTATION PLAN

Activity	Inputs/Resources	Time Frame	Anticipated Outputs	Progress Reporting (Complete for Progress Report Only)
<i>Initiate community awareness campaign prior to program initiation</i>	<ul style="list-style-type: none"> • <i>Press Releases</i> • <i>Interviews</i> • <i>Posters</i> • <i>Video</i> • <i>Conferences with parents and community leaders</i> • <i>School Assembly program</i> 	<i>3-weeks prior to local program initiation through conclusion of modules</i>	<p><i>Increased community awareness and support</i></p> <p><i>Clarification of program content and purpose to avoid confusion .</i></p>	
<i>Video Conference forum available to parents/family explaining relationship between</i>				

OUTCOME 3 MEASUREMENT PLAN

Outcome Indicator(s)	Data Collection Method and Timeframe	Results <i>(Complete for Progress Report Only)</i>
Support for the Tolerance Training program is positive.	Measurement of number of complaints, questions or negative responses delivered to local school officials.	
Media coverage is positive and public information content reflects accurate discussion of topics.	More than 70 percent of local media includes information relating to the program and content is correctly reflective of content released by Prejudication.	

[REPEAT FOR AS MANY OUTCOMES AS NEEDED FOR PROJECT]

APPENDIX A: RISK MANAGEMENT PLAN

The following risk assessment chart is designed to assist in the identification of potential occurrences that would impact achieving project objectives, primarily those originating externally and that are outside of the organization's control. Risks could include, but are not limited to: economic, social, or political changes; changes to planned partnerships; legal or compliance changes; or other risks unique to this project. Use the chart below to identify these risks; add additional rows if necessary.

Risk Identified	Likelihood of Risk Occurring (low/medium/high)	Risk Analysis (brief assessment of the impact the identified risk could/would have on the project)	Risk Management Plan (plan to minimize the impact that the risk presents to the project and adjustments to be made if the risk transpires)
Loss of education partners	Low	Loss of education partners would seriously delay and diminish ability to implement program in schools within the targeted timeframe.	Secure cooperation of identified education partners prior to program initiation.
Negative educator response to content or quality of module content elements.	Low	Could delay introduction or use of some content elements.	Revision of content to respond to any negative content or to resolve identified issues.
Objections by some school officials, parents or 'extremist' local residents to some diversity content	Medium	Some geographic areas are home to extremist groups who are not supportive of specific diversity areas whether the topic is race, culture, gender or religion.	<p>All parents of children at participating schools will be offered an opt-out form authorizing removal of their children from training</p> <p>Parents /residents with reservations about content will be invited to participate in an online information discussion where individual questions will be addressed.</p> <p>Those requesting materials will be provided a printout of module content and an explanation of Prejudication's goal of tolerance and making positive choices protecting all children from escalation and exposure to violence by impacting</p>
Reoccurrence of a health issue that closes-down public schools and the opportunity for in-person participation in training.	Medium	Possible return of the Coved-19 virus or an as yet unknown health crisis could make in-class module training impossible.	A plan exists to permit online participation in the modules accompanied by Tolerance Coach guidance through online tapes or zoom sessions.

CURRICULUM VITAE

Sandra Farris Martin

(b)(6)

PROFESSIONAL / ACADEMIC EXPERIENCE

Lecturer, Mass Communications 2007-Present

UNIVERSITY of CENTRAL OKLAHOMA, Edmond, OK

- Faculty lead in transition of curriculum from public relations and advertising to a Strategic Communication major.
- Established UCO's National Student Advertising Competition Team
 - Represented the Tenth District at American Advertising Federation Nationals in 2017 & 2018
- Initiated UCO participation in Edventure Partners/P2P Competitions
 - By Invitation Only
 - Won First Place in the Nation in 2018 and 2019
 - Won Second Place in the nation in 2017
 - Won Third place in the Nation in 2019
- Reactivated student advertising club
- Developed and managed Strategic Communications Fusion Conference engaging current students, alumnae and regional professionals
- Developed UCO's annual Dallas Agency Tour which has taken place for ten consecutive years
- Active participant in four search committees with goal of securing a multi-faceted faculty base for the program

RECENT RECOGNITIONS

- **Recipient of 2018 Making A Difference Award-** Awarded to a faculty member who is supportive of the university community.
- **Recipient of 2019 MODELING THE WAY AWARD** - given to members of the UCO community who consistently lead by example and live the mission, values and goals of the university.
- **2019 – American Advertising Federation - Tenth District - *Governor's Award for Outstanding Service***
- **2018 -American Advertising Federation = Tenth District - Educator of the Year**
- **2018 - Oklahoma City Advertising Club -Member of the Year**

Consultant 2000 TO 2010

MCDONALDS CORPORATION, OAKBROOK, ILL

- Continue to work on occasional consulting assignments for McDonalds.
 - Current: The millennial and McDonalds Disconnect

Professor/Department Chair-Mass Communication. 1972-2006
OKLAHOMA CITY UNIVERSITY, Oklahoma City, OK

- Developed the mass communications major. Created curriculum and taught most courses. Led growth.
- Led department from inception to become the largest enrollment department in the College of Arts and Sciences.
- Created an innovative 4-track major and created all course curriculum and initial course content.
- Advised award-winning student newspaper.
- Organized and advised regional and national student advertising competition team. Team finished among top 5 teams for 7 consecutive years.
- Lectured for the University in Japan, Russia and Singapore.
- One or two founding faculty in the mass communications major program offered at the graduate and undergraduate levels in cooperation with the Management Development Institute of Singapore.

MOROCH AND ASSOCIATES 1998-2000
Dallas/ Oklahoma City

- *Advertising, Public Relations and Marketing Company with 26 offices around the nation, a division of Leo Burnett Company. Primary client is McDonalds Restaurants.*

Account Supervisor

- Managed Oklahoma City Regional Office as well as supervised field offices in Tulsa, OK and Little Rock Arkansas. Managed McDonalds's restaurant advertising and public relations for Oklahoma, parts of Texas, Kansas and Arkansas.
- Led Oklahoma City market sales from 52nd in the nation to number 1 within 6 months.
- Analyzed research developed numerous marketing and creative campaigns for McDonalds including the Summer of Smiles and Fire and Ice product promotions.
- Negotiated a partnership with the Oklahoma Beef Council to fund introduction costs for McDonald's Beef Bagel into regional markets.
- Supervised staff members in four offices.
- Worked on national McDonalds Strategic Planning Meetings in Oakbrook, IL
- Made numerous presentations to local, regional and national meetings of McDonalds owners, operators and executives.
- Produced broadcast and print advertising and public relations efforts for markets in Oklahoma and Texas

Account Supervisor (Part-time) 1995-1980

LOWE-RUNKLE ADVERTISING, Oklahoma City, OK

- Directed and managed Weight Watchers International, Hitch Ranch and Gordon Jewelry advertising and public relations accounts

Assistant Professor of Advertising 1986-1987
UNIVERSITY OF CENTRAL OKLAHOMA, Edmond,OK

- Redesigned advertising curriculum.
- Redesigned course contents for advertising sequence and taught core courses

Account Supervisor
LOWE-RUNKLE ADVERTISING

Responsible for advertising and public relations for Weight Watchers, Hitch Ranch, Sonic and Shawnee Mills

Assistant Director of Promotions 1967-1968
KWTV TELEVISION, OKLAHOMA CITY, OK
locally owned broadcast station

CBS affiliated

1969-1971

- Developed and executed station promotional materials for on-air programming and for sales personnel.
- Directed in-house public relations **activities.**

Account Executive 1967-1969
GORDON, KEITZMAN, DENNIS AGENCY, Okla. City

- *Industrial and Technical client focused advertising agency*
- Director of Research
- Assistant Account Executive on Construction Machinery Incorporated; U.S. Paint and Chemical; Lear Jet, and Bell Helicopter

Junior Account Executive 1965-67
COMPTONS / SAATCHI & SAATCHI, Chicago

- Worked on Quaker Oats- Captain Crunch; Wilson Meat Company and Kraft Miracle Whip Accounts

EDUCATION

Master of Science, Oklahoma State University 1968

- Advertising and Journalism Management
- Outstanding Graduate Student/Journalism
- Robert Allen Award
- Alpha Delta Sigma, Advertising Academic Honorary

Bachelor of Arts Oklahoma City University 1964

- Art and Journalism
- Cardinal Key
- Who's Who Among College Students

- Pi Kappa Phi, National Academic Honorary

AWARDS

- Volunteer of the Year, Paseo Arts District, 2007
- Excellence In Teaching Award, Oklahoma City University, 2006
- Phi Kappa Phi, 2004
- Pan-Hellenic Woman of the Year, 2004
- URSA Major Award, 2004
- Outstanding Teachers in America, 1998
- Sears Foundation Excellence in Teaching, 1991
- Ford Foundation Excellence in Teaching, 1990
- Outstanding Alumnae, State of Oklahoma, Alpha Phi 1970
- AAF “ADDY” Award, Package Design, 1970
- “Outstanding Young Women in America”, 1969
- Pi Alpha Mu, National Honor Society for Advertising, 1968
- Kappa Tau Alpha, National Honor Society for Journalism, 1968
- Charles L. Allen Award to Outstanding Graduate Student, Oklahoma State University, 1967

PUBLICATIONS

- **SCHOLARLY**: **American Library Association Magazine, 1976**
- Series of five articles:
 - Freedom of Speech
 - Censorship
 - Minors & Minorities
 - Politics and Political Speech
 - Freedom of Religion
- **COMMERCIAL**
 - “Man On The Move”, Oklahoma City Golf and Country Club, Rambler, June 1979.
 - “Investing in Art”, Oklahoma City Golf and Country Club, Rambler, Quail Creek Golf and Country Club Select,
 - “Oklahoma Artists”, Oklahoma City Golf and Country Club, Rambler, Quail Creek Golf and Country Club Select, December, 1979
 - “Images in Glass”, Oklahoma City Golf and Country Club, Rambler, Quail Creek Golf and Country Club Select, September 1980
 - “The Arts in Oklahoma – A Comprehensive Look”, (Series of six articles) Oklahoma City Golf and Country Club, Rambler, Quail Creek Golf and Country Club Select, September, 1980
 - “Antiques – Investing in the Future”, Oklahoma City Golf and Country Club Rambler, Quail Creek Golf and Country Club Select, June, 1981
 - “Minors and Minorities”, “Oklahoma Observer”, March, 1976

WORKSHOPS/SEMINARS:

- Your Future in Advertising, AD Club II, Oklahoma City, 2014
- Marketing and Branding – The Western Group, Okla. City 2014
- Planning Communications - Singapore Publishers Association, 2010, 1011
- United Methodist Newsletter Workshop
 - October 1985
- United Methodist Church Leadership Workshops
 - January 1982; January 1984
- The Fashion Group “Building the Image of Success”,
 - March 1982
- Oklahoma Education Association Communications
 - Consultations, March 1982
- United Methodist Conference Communications Workshop, Canyon Camp, October 1981
- Urban League Communications Workshop
 - Oklahoma City, December 1981

GRANTS

- National Arts and Humanities Council, 1972 Coordinator,
- “Freedom of the Press and Community Values”.
- Oklahoma Humanities Committee, 1975-1976, Writer
- Consultant, “Limits to Freedom”.

MEMBERSHIPS/ORGANIZATIONS/OFFICES

- Paseo Artists Association – Board of Directors
 - Board Member 2005 to Present
 - Directed Marketing and public relations
- Oklahoma City Advertising Club 1985 – Present
 - First Vice-President 1990 - 1991
 - Board of Directors 1988 – 1995
- Society of Professional Journalists 1980 – 1995
- Phi Kappa Phi (Active) 2002-2007

PROPOSALS /DRAFTS

- **Institute for Innovation and Problem Solving 2015**
 - Proposal for establishment of ‘think-tank’ and consulting operation to be housed within the UCO College of Liberal Arts.
 - **White-Paper on ‘Professors of Practice’ 2015**
 - Co-authored with faculty colleagues. An investigation of the role and value of professionally experienced non-tenure-track faculty around the nation.

INTERNATIONAL LECTURES

Professor Mass Communications 1986-2008

- **SINGAPORE DEVELOPMENT INSTITUTE JOINT PROGRAM**

Traveled to lecture three times a year for four-week classes at both undergraduate and graduate level in Singapore.

Guest Lecturer in Public Relations **1993-1995**

VORONEZH STATE UNIVERSITY VORONEZH, RUSSIA

Part Of The Moscow State University System

- Invited to train faculty to teach public relations
- Provided a series of guest lectures for students
- Recorded series of lectures distributed throughout Russia

Guest Lecturer in Fashion Marketing **1991**

BUNKA UNIVERSITY **TOKOYO, JAPAN**

Lectured University faculty during a week of faculty training.

Tyler Leslie Weldon, Ph. D.

(b)(6)

Academic Training

University of New Mexico Albuquerque, NM
Doctor of Philosophy in Educational Psychology December 2013

University of Central Oklahoma Edmond, OK
Master of Arts in Experimental Psychology December 2004
Bachelor of Arts in Psychology May 2002

Teaching Experience

University of Central Oklahoma Edmond, OK
Associate Professor August 2014 to Current

- Teach Educational Research and Educational Psychology Courses
- Research and Scholarly Activity
- Masters of Secondary Education Program Assessment Coordinator
- Service to the University, College of Education and Professional Studies, Department of Educational Sciences Foundations and Research as well as the broader Oklahoma community – Committees, Service Learning Projects, Volunteerism, State Board Memberships
- Student Mentoring and Advisement – Collaborate with students on research and service outside of the classroom, support student Research Assistants working on personal projects and advise current and past students on programs of study, educational progress and career planning
- Grant writing – programs for improving effective teaching and learning, new course development opportunities, SoTL research and assessment research

University of Central Oklahoma, Part-time Faculty January 2010 to July 2014
University of New Mexico, Instructor of Record January 2008 to May 2009
Central New Mexico College, Part-Time Faculty July 2005 to September 2008

- Courses taught across all institutions: Foundations of Ed Research, Educational Psychology, Human Growth and Development, Introduction to Psychology, Developmental Psychology, Psychology of Death and Dying, Personality Theory

Kasokwa Forest Project Uganda, Africa
Primary Research Associate August 2003 to April 2005

- Awarded a research grant from the American Primatologist Society
- Developed and delivered education curriculum for Ugandan school children
- Conducted program evaluation
- Presented research at conferences in the United States, Europe, and Africa

Other Relevant Experience

Oklahoma A+ Schools

Operations Director

Edmond, OK

January 2010 to July 2014

- Lead statewide school reform efforts and assessment and pedagogy development
- Identify and secure funding (federal, state, philanthropic)
- Collaborative financial management of budget expenditures and daily operations
- Cooperative development and implementation of the long range strategic plan
- Guide OKA+ research team, develop surveys, analyze data
- Direct public relations/information needs, including assistance in promoting Oklahoma A+ Schools statewide, nationally, and internationally
- Develop policies/procedures necessary for carrying out agency mission and goals
- Provide leadership in OKA+ activities, workshops, partnerships and events
- Hire, evaluate, and supervise Oklahoma A+ staff
- Promote and maintain relationships with the National A+ Schools' Consortium
- Event planning for retreats, conferences, and presentations

Research and Education Consultant

Independent Consulting

Oklahoma City, OK

March 2007 to 2015

- Oklahoma A+ Schools – External Research Team Member focused on qualitative and quantitative research and implementation for program and grant evaluation as well as program fidelity and improvement
- South Dakota Red Cloud Indian School, Heritage Center, and Parish System – Survey development, execution, collection, analysis, and reporting for defining the strategic direction of the Red Cloud community system
- New Mexico Adult Education Association – Distance education professional development (curriculum and other pedagogical considerations), facilitate strategic planning and business plan development, database training and redesign
- New Mexico Christian Child Care Association – Work collaboratively with director and multiple foster care sites to design research to study conjugate vs. independent foster care

New Mexico Higher Education Department

Director, Planning and Research Division

Santa Fe, NM

May 2008 to December 2009

- Manage \$1 billion dollar funding formula data verification/certification process
- Create a comprehensive strategic plan and associated accountability structure
- Lead, evaluate, and mentor a multicultural team
- Federal, state, and grant budget management
- Analyze impact of education policy on secondary and postsecondary programs, institutions and the workforce
- Identify strategic improvement opportunities for the Governor, legislators and the higher education leadership community via trend analysis and statistical modeling
- Write grants and research funding opportunities
- Develop governance for the management and maintenance of student information
- Lead in the development of New Mexico's longitudinal data system initiative
- Publish and present research and accountability reports at state and federal level

- Perform legislative bill analysis and lobby Department and Executive priorities
- Create student centered policies, rules and laws that govern higher ed. business
- State lead (policy and research) for national Achieving the Dream Initiative
- P-20 Data Warehouse Council and Developmental Education Task Force member
- Oversee internal/external data flow related to the statewide data base

New Mexico Higher Education Department
Operations Research Analyst

Santa Fe, NM
 June 2006 to May 2008

- Managed the implementation, training and roll out of statewide adult education database and developed new reporting and accountability format
- Delivered and evaluated professional development training
- Created policies and produced training documents
- Conducted research, applied findings, analyzed impact on program/school improvement
- Evaluated institutional budgets and RFP proposals
- Provided statewide leadership (Task Force Chair) Distance Education and Data Management
- Performed legislative bill analysis and lobbied NMHED priorities
- Prepared and presented numerous reports at the institution, state and federal levels
- Conducted data quality audits and site evaluation visits
- Complied with federal and state regulations guiding funding and program operations

New Mexico Association of Community Colleges
Research and Data Analyst

Santa Fe, NM
 August 2005 to January 2007

- Collected and analyzed research data for 21 member colleges
- Developed common policy positions and funding for legislative priorities and lobbied those priorities to stakeholders and legislators
- Prepared 3 – 5 weekly and 10 annual reports on public policy issues work
- Created new databases for Achieving the Dream and Bridges to Opportunity Grants and streamlined existing state and local databases
- Performed statewide system pilot program research for national education initiatives

Special Skills

- Over a decade of preK-20 education, government, and non-profit sector experience
- Leadership skills and diverse management and administrative experience
- Successful grant writing and research in funding sources
- Strategic planning facilitation and business and work plan development
- Advanced research experience (quantitative and qualitative design)
- Knowledge and application of advanced statistics
- Exceptional project management skills
- Excellent verbal fluency and written communication skills
- Teaching and interdisciplinary curricular development
- Database management, development, and query knowledge

Grants – PI, Co-PI, and or Co-author

- Student Transformative Learning Record Student project Grant -\$5,000 awarded 2019
- Interdisciplinary Research Grant, University of Central Oklahoma - \$8,000 awarded 2019
- ESEA, Improving Teacher Quality Grant Program - \$20,521 awarded, 2018
- Interdisciplinary Research Grant, University of Central Oklahoma - \$7,500 awarded 2018
- Student Transformative Learning Grant, UCO - \$4,124 awarded, 2018
- Improving Teacher Quality, Title II K-12 ELA Grant - \$120,000 awarded, 2017
- Student Transformative Learning Grant, UCO - \$2,500 awarded, 2017
- Improving Teacher Quality, Title II K-12 ELA Grant - \$108,400 awarded, 2016
- Improving Teacher Quality, Title II K-12 ELA Grant - \$93,700 awarded, 2015
- University of Central Oklahoma Faculty Research Grant - \$900 + RA awarded, 2015
- Oklahoma State Department of Education, C3 Grant Pool – \$325,000 awarded, 2014
- U.S. Dept. of Education, Investing in Innovation Grant – \$10 Million, not funded, 2013
- Improving Teacher Quality, Title II K-12 Leadership Grant - \$62,000 awarded, 2013
- Improving Teacher Quality, Title II Literacy Grant - \$36,000 awarded, 2012
- Kirkpatrick Foundation, Large Education Grant - \$175,000 awarded, 2011
- U.S. Dept. of Education, Investing in Innovation Grant – \$13 Million, not funded, 2010
- U.S. Dept. of Education, Longitudinal Data System Grant – \$20 Million not funded, 2009
- Institute for Education Science, High School Reform Grant – \$300,000 awarded, 2009
- Federal College Access Challenge Grant Program – \$1.3 million awarded, 2008
- American Society of Primatology Student Research Grant - \$5,000 awarded, 2004

Computer Skills

- Statistical Package for the Social Sciences (SPSS)
- Banner
- Adobe Master Collection (InDesign, Illustrator, Photoshop)
- Microsoft Office Suites – Advanced Access and Excel
- Variety of publishing and qualitative analysis software
- Technology in the classroom

Publications

- Busting Neuromyths and Embracing Embodied Learning: Using a Faculty Learning Community to Transform Teaching and Learning in Higher Education, Weldon, Cunliff, Smith and Springfield, 2020 Pending Review
- Transforming Teaching and Learning Through Brain Science, Editor and Contributing Author, 2017

- The Self That Teaches: Making Professional Identity Visible, Weldon, T. & Bolf-Beliveau, L., 2015
- National A+ Schools *Teacher Opinion Survey: What the Research Shows*, Weldon, T. & Barry, N., 2014
- Oklahoma A+ Schools® *Teacher Opinion Survey 2014 Research Summary*, Barry, N. & Weldon, T., 2014
- Part-Time Faculty Satisfaction: Becoming Key to a Campus Culture, Weldon, T., 2009
- Helping Students Succeed: An Annual Report on Higher Education – Editor, 2008 & 09
- Our 2020 Vision: a Strategic Plan for Higher Education in New Mexico, 2009
- Learning Differences and the Adult Learner: An Introductory Guide for Adult Basic Education Teachers, 2008
- LiteracyPro Systems – Technical Report, 2008
- The Condition on Higher Education, New Mexico - Editor, 2006 & 2007
- Annual Federal Performance Report, State of New Mexico Higher Education Department, Adult Basic Education Division, 2006 & 2007

Conference Presentations

- Lilly Conference for Evidence Based Teaching and Learning, Ashville, North CA 2019. *Using Mind-Brain Education to Create Transformative Learning Opportunities*
- Lilly Conference for Evidence Based Teaching and Learning, Anaheim CA 2019. *Neuroscience Meets Transformative Learning: An Exploration of Applications in Higher Education*
- Transformative Learning Conference, Oklahoma City 2018. *Using Neuroscience to Help Students Learn*
- University of Central Oklahoma Fall Collegium 2017. *The Embodied Brain*
- University of Central Oklahoma Fall Collegium 2017. *Professional Identity Development*
- Oklahoma Association of Colleges for Teacher Education 2016. *The Self that Teaches*
- Individual, Family and Community Education Research Showcase, New Mexico, 2015. *Detecting and Defining Assessment Micro-Climates from the Students' Perspective*
- Oklahoma Women in Higher Education; Oklahoma City, Oklahoma, 2015. *Empowerment for Excellence: Creating a Support System on Your Campus*
- Transformative Learning Conference, 2015. *Becoming Teacher Scholars: Shared Experiences of a Learning Community*
- Transformative Learning Conference, 2015. *Assessment Micro-Climates That Enhance Learning Cultures*
- Oklahoma A+ Schools, Edmond Oklahoma, 2014. *The Power of Action Research in Schools*
- Cooperative Council for Oklahoma School Administration, Norman Oklahoma 2014. *Prepared to Lead*
- Oklahoma Women in Higher Education; Oklahoma City, Oklahoma, 2013. *HardBall for Women: The Games we Play as Children Matter in Business*
- Creativity Forum, Oklahoma City, Oklahoma 2012. *How to Think, Plan, and Behave More Creatively: Reforming Schools*
- Oklahoma Association for Colleges of Teacher Education; Northwestern State, 2012 *Reading, Writing, and Thinking: An Oklahoma A+ Schools Professional Development Partnership*
- University of Central Oklahoma; Faculty Enhancement, Oklahoma City, Oklahoma 2011. *Baseball vs. hopscotch -- How do the games we played affect our interactions today?*
- Oklahoma Women in Higher Education; Oklahoma City, Oklahoma, 2010. *Developing a Productive Mentor/Mentee Relationship.*

- Western Interstate Commission on Higher Education; Boulder, Colorado, 2009. *New Mexico's Longitudinal Data System Potential: Achievements and Challenges.*
- New Mexico Data Users Conference; Albuquerque, New Mexico, 2008. *New Mexico's Higher Education Data Capacity.*
- Workforce Development Conference; Las Cruces, New Mexico, 2008. *Meeting the Workforce Demands of 2020.*
- Achieving the Dream Transitions to College Conference; Albuquerque, New Mexico, 2008. *The Affects of Remediation on GED Student Success in College.*
- New Mexico Transitions to College Summit with Secretary Spellings; Albuquerque, New Mexico, 2007. *Financial Opportunities for Adult Students.*
- New Mexico Adult Basic Education Gatherings; Albuquerque, New Mexico, 2006 & 2007. *Data Detectives*
- Achieving the Dream and Bridges to Opportunity Annual Conference; Florida, 2006. *New Mexico Data Initiative.*
- International Primatology Society Conference; Uganda, Africa, 2006. *Tropical Forest Ecology and Chimpanzee Conservation Education in Rural Uganda: Assessing the Effects on Children.*

References

(b)(6)



22 May 2020

Targeted Violence and Terrorism Prevention
Department of Homeland Security
3801 Nebraska Avenue Northwest
Washington, DC 20016

Dear Peer Review Members,

The University of Central Oklahoma (UCO) is proud to support Sandra Martin and Dr. Tyler Weldon with their Department of Homeland Security – Targeted Violence and Terrorism Prevention grant application *Prej-ucation*. UCO is committed to helping people understand the importance of early education's role in reducing targeted violence and terrorism. When children are taught effectively on how to overcome prejudices that may start at home or in their community, they are less likely as adults to continue these trends themselves.

Global awareness is a key part of our transformative learning objectives and UCO has acquired a reputation nationally for excellence in educator development. Consequently, our campus and state are ideal settings for this project that offers an opportunity for educators to be adequately trained and children to be positively impacted.

Founded as a Normal School and the oldest public institution in the state of Oklahoma, teaching is at the center of UCO's mission. As the only metropolitan university in the state, UCO supports civic engagement, global awareness, and research, creative, and scholarly activities such as those appearing in this grant proposal, as they support our mission. This proposal mirrors our institution's educational goals.

UCO has an experienced Research, Grants, and Sponsored Programs staff who are excited about participating in this project. Our distinguished faculty in the Departments of Mass Communication, Educational Sciences, Foundations and Research, and across campus, see the value in this program and the greater impacts it could have on society at-large.

Should this proposal be funded, our institution is committed to ensuring its successful implementation and has the full support of my office.

Sincerely,

(b)(6)

Patti Neuhold-Ravikumar
President



UNIVERSITY OF
Central Oklahoma

June 11, 2020

I am pleased to support the University of Central Oklahoma Department of Mass Communication's grant proposal, *Prej-education*. The project's focus on reducing school-based violence through the education of pre-K and elementary children about diversity, bias, prejudice, and discrimination is relevant and timely and consistent with the work and mission of the University of Central Oklahoma's (UCO's) College of Education and Professional Studies. We are honored and committed to supporting this outreach to our partner schools. Feel free to contact me if I might be of any further assistance.

Sincerely,

(b)(6)

Mike Nelson, Ph.D.
Assistant Dean and Director of Educator Preparation

College of Education & Professional Studies, Office of the Dean
100 North University Drive * Edmond, Oklahoma 73034
Phone (405) 974-5529 * Fax (405) 974-3851 * www.uco.edu/ceps

CYNDI A. MUNSON, M.S.
HOUSE MINORITY CAUCUS CHAIRWOMAN
STATE REPRESENTATIVE, HD 85
OKLAHOMA HOUSE OF REPRESENTATIVES
2300 NORTH LINCOLN BOULEVARD
STATE CAPITOL BUILDING ROOM 546
OKLAHOMA CITY, OK 73105-4885
OFFICE: (405) 557-7392
CYNDL.MUNSON@OKHOUSE.GOV



HOUSE of REPRESENTATIVES
.....
State of Oklahoma

COMMITTEES
APPROPRIATIONS & BUDGET

CHILDREN, YOUTH & FAMILY SERVICES

HEALTH SERVICES & LONG-TERM CARE

VETERAN & MILITARY AFFAIRS

May 22nd, 2020

Targeted Violence and Terrorism Prevention
Department of Homeland Security
3801 Nebraska Avenue Northwest
Washington, DC 20016

Dear Peer Review Members,

As an alumna of the University of Central Oklahoma, it is with great pride that I express my support for UCO's "Prej-ucation" proposal for the Department of Homeland Security Targeted Violence and Prevention grant program. If awarded, this grant would fund an innovative approach to mitigating and preventing prejudice in young children. When children are taught effectively in grades K-3, they will be provided with the tools to overcome prejudices which may be part of their homes and communities by learning to accept and care for their peers. Children who learn tolerance and how to overcome prejudice at a young age will be far less likely to take part in targeted violence as teens and adults.

Prejudice can, of course, take many forms. Children who grow up in families and communities enmeshed in poverty and violence are far more likely to be taught to distrust or actively hate those who are different from themselves. Communities often scapegoat outsiders or those who are visually different as being the cause of endemic social problems. Oklahoma, unfortunately, has far too many children affected by prejudice and targeted violence. By the time children are teens, their patterns of behavior and core beliefs have often become fixed and difficult to change. That is why the "Prej-ucation" program is intended for the early grades of elementary education. It is a modular program which can be adapted to various educational settings and age groups.

The "Prej-ucation" Project was developed by a group of UCO senior strategic communication students as a part of their capstone class. Their class participated in a by-invitation competition sponsored by Edventure Partners and the McCain Institute, headquartered at Arizona State University. It was after viewing the class project concept that the group was urged by the competition coordinator to pursue the DHS grant. The project concept was specifically designed for Oklahoma but has the potential for customization nationwide.

If this program can work in Oklahoma, it has the potential to be effective in communities across the United States. The best way to deal we targeted violence is to stop it before it starts, by educating children that difference need not be feared, and that violence need not become an inevitable part of family or community. This proposal has my full support, and I encourage you to carefully consider it for funding.

Sincerely,

(b)(6)

Representative Cyndi A. Munson, M.S.
Oklahoma House of Representatives
House District 85



May 28, 2020

Office of Targeted Violence and Terrorism Prevention
U.S. Department of Homeland Security
3801 Nebraska Avenue Northwest
Washington, DC 20016

Dear Peer Review Members,

I am writing on behalf of the University of Central Oklahoma in support of their proposal for the Department of Homeland Security Targeted Violence and Prevention grant program. I strongly support their grant application and project “Preducation.”

University of Central Oklahoma (Edmond, OK) students, as a part of the Peer-to-Peer: Protective Project, developed Preducation to reduce targeted hate and violence in their community. The P2P Protective Project is an EdVenture Partners program sponsored by the McCain Institute for International Leadership. The program requires student teams to develop their initiative, product or tool based on both primary and secondary research into their chosen issue and target audience. Through their research, the university team elected to tailor their unique approach to benefit Oklahoma’s at-risk youth. The Preducation team has continued their efforts beyond the program’s completion due to their steadfast determination to make a positive impact on their community.

The importance of prevention programs cannot be overstated; in order to stop the spread of targeted hate and violence it is imperative we reach children in their most impressionable years prior to prejudice being indoctrinated into their belief systems. If positive, impactful conversations surrounding these topics are not happening at home, I believe our school systems can bridge that gap through the use of a program like Preducation.

Working as a Project Manager for EdVenture Partners I have seen many student teams create impactful content through our P2P programs. Several of these teams have gone on to continue their initiatives and become very successful in mitigating various forms of targeted hate and violence. I believe the University of Central Oklahoma team has the knowledge, expertise and ability to do the same. Please give their proposal your full and careful consideration. If you have any questions with regards to the development of Preducation while working as part of the P2P: Protective Project please feel free to contact me at (b)(6) or (b)(6) and I would be happy to provide additional details.

Thank you,

(b)(6)

Olivia Hauck
Project Manager
EdVenture Partners





EdVenture Partners



6/4/2020

Dear Targeted Violence and Terrorism Prevention Grant Program Officers,

I am writing in support of the grant proposal, "*Prej-ucation*" from the University of Central Oklahoma Department of Masscommunication. "*Prej-ucation*" is a state-wide program with an aim to educate Oklahoma PK-elementary students through anti-prejudice and anti-bias curriculum.

Research clearly demonstrates that early intervention can offset the cycle of prejudice and bias that is often subconsciously absorbed by young learners. If funded, this program will reach learners across the state in partner schools to address issues related to race, culture, religion, gender, and disabilities. Additionally, the grant will provide funds to evaluate the effectiveness of the program across rural, suburban, and urban areas.

As an associate professor in the Educational Sciences, Foundations, and Research (ESFR) department and chair-elect for the 2020-2021 academic year, I fully support this grant proposal as it provides much-needed support for Oklahoma teachers who seek to educate for empathy and understanding within our diverse and pluralistic society.

In closing, I reaffirm my commitment to this important grant opportunity for Oklahoma teachers. The grant team represents some of the most talented and experienced researchers and teachers in our field. They carry my full support and professional respect.

Sincerely,

(b)(6)

Kim Pennington, Ph.D., NBCT
Associate Professor
Chair-Elect, 2020-2021
Educational Sciences, Foundations, and Research
College of Education and Professional Studies
University of Central Oklahoma
Office: 212 CTL
100 N. University, Box 206
Edmond, OK 73034

(b)(6)

EMW-2020-GR-APP-00146

Application Information

Application Number: EMW-2020-GR-APP-00146

Funding Opportunity Name: Fiscal Year (FY) 2020 Targeted Violence and Terrorism Prevention (TVTP) Program

Funding Opportunity Number: DHS-20-TTP-132-00-01

Application Status: Pending Review

Applicant Information

Legal Name: University of Central Oklahoma

Organization ID: 21884

Type: Public and State Controlled institutions of higher education

Division: Academic Affairs

Department: Office of Research & Sponsored Programs

EIN (b)(6)

EIN Shared With Organizations: University of Central Oklahoma

DUNS: 049401458

DUNS 4: 0000

Congressional District: Congressional District 05, OK

Physical Address

Address Line 1: 100 N. University Drive

Address Line 2: [Grantee Organization > Physical Address > Address 2]

City: Edmond

State: Oklahoma

Province:

Zip: 73034-5209

Country: UNITED STATES

Mailing Address

Address Line 1: 100 N. University Drive

Address Line 2: [Grantee Organization > Mailing Address > Address 2]

City: Edmond

State: Oklahoma

Province:

Zip: 73034-5209

Country: UNITED STATES

SF-424 Information

Project Information

Project Title: Preducation

Program/Project Congressional Districts: Congressional District 05, OK

Proposed Start Date: Thu Oct 01 00:00:00 GMT 2020

Proposed End Date: Fri Sep 30 00:00:00 GMT 2022

Areas Affected by Project (Cities, Counties, States, etc.): State of Oklahoma

Estimated Funding

Funding Source	Estimated Funding (\$)
Federal Funding	\$657280
Applicant Funding	\$0
State Funding	\$0
Local Funding	\$0
Other Funding	\$0
Program Income Funding	\$0
Total Funding	\$657280

Is application subject to review by state under the Executive Order 12373 process? Program is not covered by E.O. 12372.

Is applicant delinquent on any federal debt? false

Contacts

Contact Name	Email	Primary Phone Number	Contact Types
Regina Gordon	(b)(6)		Secondary Contact
Gregory Wilson			Signatory Authority Primary Contact Authorized Official

SF-424A

Budget Information for Non-Construction Programs

Grant Program: Targeted Violence and Terrorism Prevention Grant Program

CFDA Number: 97.132

Budget Object Class	Amount
Personnel	\$115945
Fringe Benefits	(b)(4)
Travel	\$54660
Equipment	\$0
Supplies	\$109140
Contractual	\$0
Construction	\$0
Other	\$283760
Indirect Charges	(b)(4)
Non-Federal Resources	Amount
Applicant	\$0
State	\$0
Other	\$283760
Income	Amount
Program Income	\$0

How are you requesting to use this Program Income? [\$budget.programIncomeType]

Direct Charges Explanation:

Indirect Charges explanation: FNR (b)(4) of salary & wages

Forecasted Cash Needs (Optional)

	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Federal	\$	\$	\$	\$
Non-Federal	\$	\$	\$	\$

Future Funding Periods (Years) (Optional)

First	Second	Third	Fourth
\$347951	\$309329	\$	\$

Remarks:

SF-424C

Budget Information for Construction Programs

Assurances for Non-Construction Programs

Form not applicable? false

Signatory Authority Name: Gregory Wilson

Signed Date: Wed Jun 17 00:00:00 GMT 2020

Signatory Authority Title: Assistant Vice President

Certification Regarding Lobbying

Form not applicable? false

Signatory Authority Name: Gregory Wilson

Signed Date: Wed Jun 17 00:00:00 GMT 2020

Signatory Authority Title: Assistant Vice President

Disclosure of Lobbying Activities

Form not applicable? false

Signatory Authority Name: Gregory Wilson

Signed Date: Wed Jun 17 00:00:00 GMT 2020

Signatory Authority Title: Assistant Vice President